DOCUMENT RESUME

ED 167 931 CG 013 365

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TITLE	Human Sexuality at Fort Osage.
SPONS AGENCY	Fort Osage School District, Independence, Mo.
PUB DATE	[76]
NOTE	52p.; Parts may not reproduce clearly due to print quality
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Counseling Programs; *Individual Development; Parental Background; *Peer Counseling; Role Playing; Secondary Education; *Sexuality; *Values

ABSTRACT

This workshop booklet explains to parents a program on human sexuality for high school students selected as peer counselors. Preliminary student and faculty surveys, a school board presentation explaining the need for the program, and parent materials preface the actual program contents. The course materials included cover values clarification, advisor role-playing, and a joint parent-child sexual mythology quiz. The book closes with a seminar evaluation questionnaire and a list of local resources. Data for preliminary surveys and evaluation are not included. The introduction emphasizes that throughout the program's two years of operation, the importance of parental understanding and support was stressed. (IJS)

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HUMAN SEXUALITY AT FORT OSAGE

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Fort Osage High School
Independence, MO
N. Keith Elmore, Dir. of Guidance

CG013365

HUMAN SEXUALITY

AT FIGHT BACK

TABLE OF CONTENTS

Page

Introduction. 1

Parent Question/Answer Agenda. 2

School Board Report - July, 1976. 3

Student and Faculty Questionnaire - May, 1976. 6

Letter to Parents - November, 1977. 12

Counseling Staff and Student Coordinators. 13

Workshop Objectives. 14

Workshop Agenda. 15

Workshop Activities

- Getting Acquainted Exercise. 16
- Objectives - Selected Value Clarification Exercises. 17
- Expanded Name Tag. 18
- Voting Exercise. 19
- Values Continuum. 23
- What Were You Taught Exercise. 25
- Role Process Exercise. 26
- Advice Tables Exercise. 30
- Sexual Mythology. 35
- Evaluation. 41

Community Resources - Jackson County. 45

I N T R O D U C T I O N

Our hope is that you will find this booklet helpful as we try to explain the workshop your son or duaghter is about to experience. Also, it will give you something to refer back to in discussing the workshop with your child.

The enclosed materials are samples of communications with the school board and parents, surveys, workshop activities, evaluations, etc. By itself the booklet may not be easy to follow and understand. However, in conjunction with our parent question/answer session, we feel it will be clarified.

We would like to add that our department has not at any time - and never plans to - show controversial films or display pamphlets or materials that would be in bad taste or have a negative effect on the students of our high school. We will continue to educate our young people in a responsible way and in line with the feelings and thoughts of the parents of the school district.

The students and parents were pleased with the workshops conducted last year and it is our plan to continue these seminars as long as the need exists. We are always willing to discuss our program with any parent or community group and would encourage you to extend an invitation to us anytime. If you have any questions or desire more information, please contact me at the high school. Your cooperation, support, and approval is essential as we continue to work with your children. Thanks for coming to this session.

Keith Elmore, Director of Guidance
Route #2, Box 928
Independence, Missouri 64056
Phone: 796-3491

KE:kf

QUESTION/ANSWER SESSION

Fort Osage Senior High Counseling Department

1. Welcome and Introductions - Keith Elmore, Director of Counseling
2. Program History - How did this program come about?
3. Why this program?
4. At this time?
5. To these students?
6. By these staff members?
7. Agendas
8. Questions
   - A. Why should my son or daughter be in this workshop?
   - B. What can they learn that I can't tell them?
   - C. Will Planned Parenthood be involved in this workshop?
   - D. Will you use any materials provided by Planned Parenthood?
   - E. Why was my son or daughter selected for this workshop?
   - F. What is the workshop curriculum?
   - G. What is the role of the student-coordinators?
   - H. Will my son/daughters values change because of this experience?
   - I. What is responsible sexuality?
   - J. Are religious viewpoints going to be discussed in this workshop?

HUMAN SEXUALITY

July 13, 1976 Board of Education Meeting

WHY THIS PROGRAM?

1. Schools have always responded to problems of adolescents - driver education, drug education, and career education. Human Sexuality is a program to help students through a very normal development - but which if left unmentioned can be a time of unnecessary fear, guilt and myth. We want this program because the topic has no. 1 priority with young people. They are naturally interested. However they need help in discussing the topic and choosing for themselves a mature and responsible sexuality.

2. Faculty members and graduating Seniors were surveyed in May. A majority of both groups in question after question expressed a need for more information on this subject delivered through the kind of program we are suggesting. Certainly classes like child development and family living deal with this topic. However, this program will give much information to a few mature students in leadership position among students. That way you create a natural distribution system.

AT THIS TIME?

1. We are becoming a big school and there is less time in which to help students with personal problems. Therefore, we are trying to develop a peer counseling program that can reach out to all students. Sexuality is a topic that has not been thoroughly presented to peer counselors. Also, we need teachers trained to help students with sexual anxieties and fears. Next to a close friend a student is going to a favored teacher with personal problems. If we can get students referring troubled students to understanding teachers and counselors we will have an effective program. Teachers said in the questionnaire that they needed additional training in order to feel comfortable in helping students with sexual concerns.

2. We think we have the formula for a successful program. A marriage workshop for girls in Secretarial and Office Occupations last spring was successful. If you want to talk seriously with students on a topic they are not secure with themselves you have to do it in small groups. At this time we are ready to experiment with this workshop model using this topic.

3. We could say our dropout and pregnancy rate is up but in terms of school population it is comparable to other schools. However, whatever the statistic the distress and fear of just one adolescent girl in trouble or the disappointment and shame of one adolescent boy suddenly shouldered with responsibility he can't possibly handle--if we can, because of this program avoid this kind of tragedy in just a few young lives, we will be successful.

4. Training in Human Sexuality is not just a specific area discipline. Human Sexuality training is training in values clarification, career education and counseling. Our teachers who complete the workshop will be more sympathetic and understanding toward young people. They will learn additional skills in helping students feel at ease and in being comfortable when talking to a qualified adult about a very personal subject.

TO THESE TEACHERS?

1. Teachers need to know about adolescent concerns because they are in front line positions to deliver information and give advice. A school is a friendly helpful place only to the degree that teachers are approachable and willing to get involved in the problems of young people. This workshop should give them the confidence on this subject to encourage questions and discussions on human sexuality.

2. Human Sexuality is not a subject matter in itself but is a study which can be spread over the total curriculum. Each subject matter can be focused on human sexuality whether it is over population studies in mathematics or reproductive systems in biology. Teachers need help in seeing the possibilities for teaching human sexuality in their own classrooms.

3. Human Sexuality is well documented. Just now the materials for adolescent education have themselves matured and been rewritten to where they are relevant. There is a library of activities and lessons which integrate human sexuality into value clarification and decision-making. If there is one thing young people can do today it is think for themselves. It is our responsibility to get into their possession the information and the skills for making decisions that effect life and career. Knowing how to be a responsible sexual human being to oneself and to others is a worthwhile objective.

TO THESE STUDENTS?

1. Adolescence is in a big way a sexual culture. Peer pressure is at its height and the major concern of teen-agers is acceptance by their age group. Pressure to be involved sexually is great. This workshop is designed to help students deal with peer pressure and also to behave responsibly in sexual encounters and situations. If there is one thing we need to help students with it is to see the short term and long term consequences of their behavior. No where else can the consequences be as devastating to personal plans and ambitions as with sexual misconduct.

2. We want to get across the concept that each person's sexuality is a potential weapon. Misused it can hurt others. Used properly it can be a rewarding and pleasurable factor in a successful adolescence and total adult life. The workshop would answer adolescent questions such as: What is responsible sexuality? How do I defend myself against those who are recklessly aggressive? How do I have friends of the opposite sex without getting sexually involved? How do I end a relationship? What is normal? How do I know what my effect is on others? Who can give me honest feedback about my own sexuality?

BY THESE COUNSELORS?

1. It is a counselor's job to be an authority on whatever interests students. Session after session sex comes up as a vital adolescent concern. Because of the counselors' opportunity to talk with students individually and in small groups he is well qualified to voice their needs. Sexual concerns is a common denominator among all students. With caseloads of 1-375 the counseling staff cannot help every student. That is why it is important for training teachers and peer counselors to be available. Availability of a trained resource person at the time of greatest need is one of the best services of any guidance department. Training of teachers and peer counselors in human sexuality expands the guidance department to a great many more students than could be helped by just 5 counselors.

2. If there is one professional in the school who should be the leader and unafraid of criticism in conducting a human sexuality workshop it should be the school counselor. The personal concerns of students is his province and territory. If there are risks to be taken he ought to take them. Because of his role he is in a position to speak out and to defend the program. Next to a young person's parents who can you trust if not his counselor? Human Sexuality is a serious topic and not one adolescents are going to talk about unless the educational atmosphere is confidential and trustworthy. The school counselor can create that kind of workshop attitude.

3. Counselors work closely with teachers and are always interested in curriculum since what goes on in the classroom effects students. The counselors are in a position to help teachers carry through with a human sexuality program. Their ability to supply materials, contact resource people and involve the community in the program is a sure thing. Also, they can encourage students to enter the program through voluntary attendance at counselor sponsored workshops. The counselors have the resources and the capability to carry the workshops on into future school years so that it is an on going program.

Human Sexuality Questionnaire
Senior High - May, 1976

The Counseling Department of the Senior High in cooperation with the educational director of Planned Parenthood are seriously considering the implementation of a human sexuality program next year. This questionnaire will be used to determine if a need exists among students for accurate and direct information about sexual attitudes and behavior. We are especially interested in knowing at what age or grade the information would be most effective and what kinds of information are wanted by students. A Counseling Department in particular and the school itself must provide for students information on which to make reasonable and intelligent decisions. We do this in many areas; however, education in sexual behavior is often avoided because of fear of criticism or embarrassment. We are very much interested in your answers since we hope to develop from them an aggressive and honest and hopefully an understanding and compassionate approach to this subject which will involve a great many students. I think what we are saying is tell us what we didn't do for you that we should have done and which we can do for future students.

This is a volunteer questionnaire and you do not have to answer any or all of the questions.

Directions: Circle the answer which most closely represents your view.

1. Has the school done a good job of providing you with information on sex and sexual behavior?

   a. Yes
   b. I think so
   c. Okay
   d. I don't think so
   e. No

2. If you had a sexual problem would you talk about it with a

   a. teacher
   b. parent
   c. friend
   d. minister
   e. other adult

3. If you wanted a straight answer about sex would you be most likely to get it from. . . . .

   a. a book
   b. counselor
   c. planned parenthood
   d. older brother or sister
   e. someone your own age

4. What would you list first as your greatest sexual worry?

   a. veneral disease
   b. getting too serious
   c. becoming/causing pregnancy
   d. knowing what is normal
   e. fear of being discovered as not knowing as much as other people

5. Since you have been in school where did you get most of your information about sex. . . . . .

   a. child development classes
   b. pamphlets from the counselors
   c. school nurse - health room
   d. locker room talk
   e. teachers and assignments

6. How would you prefer to receive information about sex?

   a. from one or both parents
   b. in a one-to-one talk with teacher or counselor
   c. in a small group led by a qualified adult
   d. in a classroom with an interested teacher
   e. by reading books and pamphlets available in the library

7. How much pressure from friends is there to be sexually active at your age?

   a. there is a lot of pressure
   b. sometimes
   c. depends
   d. not very often
   e. infrequently

8. The most misinformation about sex comes from. . . . . .

   a. persons my own age
   b. popular novels
   c. sex magazines
   d. locker room talk
   e. television and movies

9. If you had been sexually active and a pregnancy resulted which would you consider. . . . . .

   a. abortion
   b. birth and adoption
   c. keeping the child and no marriage
   d. marriage
   e. letting your parents decide

10. If you were to get an abortion what would bother you the most. . . . .

a. fear of the procedure
b. feeling guilty later
c. keeping it a secret
d. disappointing your parents
e. being looked down on

11. I would prefer to have sex information delivered to me. . . . . .

a. by an adult who is a personal friend
b. by an experienced classmate
c. by a parent and only when I ask for it
d. by publications of planned parenthood, S.I.E.C.U.S., etc.
e. by films followed by informal discussion

12. Would you say that many of your sexual attitudes and opinions come from. . .

a. parents
b. influence of church
c. knowing of mistakes made by other people
d. television and movies
e. friends and classmates

13. Do you think that students in this school need more information about sex and sexual behaviors and attitudes than they are getting?

a. we're getting too much
b. could use much more
c. we're getting what we need.
d. please, the subject is overworked
e. isn't anything private anymore

14. On which subject do you think students have inadequate information. . . . .

a. birth control methods
b. definition of sexual terms
c. veneral disease
d. methods of abortion
e. childbirth

15. If you went to participate in a discussion which topic would interest you the most. . . . .

a. physical vs. emotional love
b. school-age parents
c. sterilization and overpopulation
d. sexual revolution
e. religion, sex and modern morality

16. Which of the following sexual topics would you not want to talk about?

a. homosexuality
b. masturbation
c. abnormal sexual behavior
d. sexual slang
e. sexual fantasies

17. Which of the following sexual topics would you want to talk about?

a. premarital sex
b. male-female chauvinism
c. alternative sexual lifestyles
d. contraception
e. prostitution

18. As a young person which topic is really important to you. . . . . .

a. how do you talk to parents about sex
b. how to talk to the opposite sex about sex
c. how to protect yourself from sexual rumors and locker room talk
d. how to find out about sex without having to ask embarrassing questions
e. how to maintain a boy-girl relationship without taking sexual risks

19. How would you have liked to learn about sex?

a. trial and error
b. from a respected adult
c. from a book on the facts of life
d. from an experienced partner
e. from growing up on the farm

20. Following an upsetting sexual encounter would you. . . . . .

a. keep it a secret
b. share it with a close friend
c. break off the relationship
d. resolve never to let it happen again
e. talk over your feelings with an understanding adult

21. Sex makes me feel. . . . . .

a. scared
b. guilty
c. ashamed
d. accepted
e. desirable

22. How many teenage pregnancies are you aware of in this school?

a. 0 - 3
b. 4 - 6
c. 7 - 9
d. 10 - 12
e. 12 and above

23. At what grade level did these preganancies occur most often?

a 7th and 8th grade
b. 9th
c. 10th
d. 11th
e. 12th

24. How many girls in this school do you think have had abortions?

a. none
b. 1 - 3
c. 4 - 6
d. 7 - 9
e. 10 - 12
f. 12 and above

25. At what grade level did these abortions occur most often?

a. 7th and 8th grade
b. 9th
c. 10th
d. 11th
e. 12th

26. I feel that this school is

a. not yet ready for human sexuality discussions
b. long overdue in dealing with this topic
c. currently providing students with the information they need
d. neglecting the subject
e. ready for these discussions, workshops and seminars on human sexuality

27. I feel that this community is

a. not yet ready for human sexuality discussions
b. long overdue in dealing with this topic
c. currently providing students with the information they need
d. neglecting the subject
e. ready for these discussions, workshops and seminars on human sexuality

28. Our teachers. . . . . .

a. would need inservice training before they could talk to students about human sexuality
b. can integrate this topic into already existing subject matter
c. would feel uncomfortable talking with students about human sexuality
d. are not that comfortable with their own sexuality to discuss it as an open topic with students
e. would not risk the criticism or possible repercussions that might result from presenting sexual information to students

29. I would be willing to be a participant in an in-service human sexuality seminar if. . . . . .

a. I was not required to present the topic in my own classroom
b. I had the freedom to incorporate what I felt was appropriate into my own subject matter
c. my husband/wife could attend also
d. it was directed toward the educational needs of young people in a normal school setting
e. I could look at the list first and see who else was going to attend

30. Generally, most teachers. . . . . .

a. have a healthy attitude toward sex and can deal candidly with the questions students ask
b. are free of hang-ups that would cause them to be prejudiced or dictatorial on this subject
c. relate easily to students even on this topic and could discuss human sexuality comfortably
d. would not want to be bothered by this subject but would support the counselors if they tried to set up a program
e. would see human sexuality as another educational fad and would wait patiently for it to disappear

31. Human sexuality should be the province of

a. the counseling department
b. all teachers
c. certain teachers who teach related subjects
d. parents
e. the school nurse

FORT OSAGE SENIOR HIGH SCHOOL

RICHARD FRANKLIN, PRINCIPAL

R.R. 2, BOX 928 - : - INDEPENDENCE, MISSOURI 64056

GUIDANCE AND COUNSELING DEPARTMENT
Keith Elmore, Director of Guidance
Steve Beggs, Counselor
Sandy Cooper, Counselor
Ann Koehler, Counselor
Rick Long, Counselor
Kay Fisher, Counselor's Secretary

HIGH SCHOOL
TEL. INDEPENDENCE 796-3491
BUCKNER 249-3156

April 5, 1978

Dear Parent:

The Fort Osage Senior High Counseling Department is conducting a two day workshop on Human Sexuality for a select group of high school students. The workshops will be presented during the week of April 17 - 21.

Students selected to participate in this workshop were chosen with the following criteria in mind: (1) Mature and responsible, (2) ability to communicate i.e. state their opinions, (3) respect of fellow students, (4) concern for others, and (5) willingness to help a friend with any problem. Your teen-ager was selected as this kind of person. We would like to have him/her involved in this workshop.

Since this subject is a rather delicate area, we feel that it's necessary to have, not only each parent's permission but their support and approval, as well. Next Tuesday, April 11th, we will have a meeting of all parents to explain to you the program and answer all questions you may have about the workshop. We urge each parent to attend this meeting, if at all possible. The meeting will begin at 7:00 p.m. We will meet in room 55 of the south building in the senior high.

If you can not attend this meeting, we still want to talk with you concerning your teen-agers participation. No student will be allowed to attend the workshop, without the expressed approval of his/her parents. Please call me or any of the counselors. We will set up an appointment to discuss with you the program and make arrangements for your son or daughter's involvement.

If you have any questions prior to our meeting, please feel free to call us.

Sincerely,

Keith Elmore
Director of Guidance

KE:kf

THE COUNSELING DEPARTMENT

OF THE FORT OSAGE

SENIOR HIGH SCHOOL

Presents a

seminar
on

Human Sexuality

April 19-20, 1978

Coordinator

Keith Elmore, M.S., Guidance and Counseling - Central Missouri State University, Warrensburg, Missouri
Director of Guidance, Fort Osage High School

Seminar Faculty

Steve Beggs, M.S., Guidance and Counseling, Central Missouri State University, Warrensburg, Missouri
Counselor, Fort Osage High School

Sandy Cooper, M.S., Guidance and Counseling, Central Missouri State University, Warrensburg, Missouri
Counselor, Fort Osage High School

Anne Koehler, M.S., Guidance and Counseling, Central Missouri State University, Warrensburg, Missouri
Counselor, Fort Osage High School

Rick Long, M.S., Guidance and Counseling, Central Missouri State University, Warrensburg, Missouri
Counselor, Fort Osage High School

Penny Hendren, Senior Fort Osage High School
Student Coordinator

Tami Lewis, Senior Fort Osage High School
Student Coordinator

Jeff Wade, Senior Fort Osage High School
Student Coordinator

Tom Waters, Senior Fort Osage High School
Student Coordinator

SEMINAR ON HUMAN SEXUALITY
FORT OSAGE HIGH SCHOOL
INDEPENDENCE, MISSOURI

Purpose

To equip students with knowledges, understandings and communication skills to effectively deal with sexual concerns and problems of students.

Course Objectives

1. Increase understanding of human sexuality and sexual development with special consideration of normal adolescent sexual development
2. To help participants clarify their own attitudes and values about sexuality
3. To increase participants' comfort level in talking about sexuality with other students
4. To review the male and female reproductive systems
5. To increase knowledge and understanding of birth control, problem pregnancy, and venereal disease
6. To update participants about current education and counseling resources in human sexuality
7. To advise participants of local community resources and services for adolescents with concerns about human sexuality, family planning, and venereal disease

AGENDA
Seminar on Human Secuality
Presented By
Fort Osage High School Counseling Department
April 19-20, 1978

Wednesday, April 19

8:00 - 8:20	Introduction to Course - Objectives, Expectations, Format
8:20 - 8:40	Expanded Name Tags
8:40 - 9:00	Getting Acquainted: A Treasure Hunt
9:00 - 9:20	What Were You Taught
9:20 - 9:30	Break
9:30 - 9:40	Values Voting
9:40 -10:00	Values Continuum
10:00 -11:00	Girls' Panel - Teen-Age Pregnancy
11:00 -11:30	Lunch
11:30 -11:40	Energizer
11:40 -12:40	Small Group Tasks

1. Male Reproductive Anatomy & Physiology
2. Female Reproductive Anatomy & Physiology
3. Menstrual Cycle - Conception
4. Emotional Side of Human Sexuality

12:40 -12:50	Break
12:50 - 1:50	Birth Control Methods - Betty Rehorn

1. Effectiveness Rates - Risks & Side Effects
2. Common Myths about Birth Control
3. Birth Control Services for Teenagers

1:50 - 2:00	Break
2:00 - 2:15	Common Sexually Transmitted Diseases - Betty Rehorn
2:15 - 2:25	Sexual Mythology - Parents Have An Interest Too

Thursday, April 20

8:00 - 8:20	Energizers
8:20 -10:00	Large Group - Role Playing
10:00 -10:10	Break
10:10 -11:00	What Can Fort Osage Do About Teen-Age Pregnancy-Samll Groups
11:00 -11:30	Lunch
11:30 -11:50	Energizers
11:50 - 1:10	Value Sharing & Great Unresolved Issues - Samll Group
1:10 - 1:20	Break
1:20 - 1:30	Great Unresolved Issues Reporting - Big Group
1:30 - 1:40	Leaders React
1:40 - 2:15	Big Group Sharing
2:15 - 2:25	Evaluation
2:25 - 2:30	HUG

GETTING ACQUAINTED: A HUMAN
SEXUALITY WORKSHOP STRATGY

Directions: Have your discoveries sign below. You have 10 minutes.

_____1. Find someone who has a good friend that had to get married.

_____2 Locate a workshop member who learned about sex from their brother or sister.

_____3. Is there a person in the room who grew up with sex all around them because they lived on a farm.

_____4. Find someone that thinks Farrah Fawecett-Majors is not sexy.

_____5. Find someone that thinks Robert Redford is not sexy.

_____6. Seek out that person in the group who has taken a course or workshop in sexuality before now.

_____7. Find someone who will admit that they got into some kind of trouble because of the abuse of sex.

_____8. Find a person who has regretted something because of sex - either it did happen or it didn't happen.

_____9. Get the name of a workshop member who has visited a Planned Parenthood agency in the last year for any reason.

_____10. Locate a student who has helped in the last six months a friend of their's make a decision about sex.

_____11. Have a "sexy" person sign here.

_____12. If you really believe blondes have more fun have a blonde sign here (If you don't believe it, have one sign anyway.)

_____13. Have a person sign here if they have or currently do work in a place that sells birth control items.

_____14. Find a person who learned about sex from their friends rather than from their parents or school.

_____15. Get the name of someone who has never seen a R-rated movie.

_____16. Find someone who has read the "Summer of 42", "Love Story" or Looking for Mr. Goodbar".

_____17. Find a person who has dated one person for over two years.

_____18. Find a person in the room who has had a good long talk with their parents about sex.

_____19. Find someone in the group who would go to a teacher when they were confronted with a sexual problem.

_____20. Identify a person in the group who plans to marry their high school sweetheart.

VALUES CLARIFICATION

SELECTED VALUES CLARIFICATION EXERCISES

"Expanded Name Tags"

Objectives:

To help people begin to build a group identity by sharing data about themselves with the group.

To practice the skill of self-disclosure in a small group.

To help each person in the group feel he/she has an important contribution to make.

"Forced Choices"

Objectives:

To help people practice making decisions between two competing alternatives

To provide a mechanism for people to "declare themselves" publicly on specified issues

"Values Voting"

Objectives:

To provide a means for people to make a public affirmation on a variety of values issues

To help people realize that other people often see issues quite differently and to legitimize that important fact

"Expanded Name Tags"

Where

1. Ideal place for a date
2. Where most of my personal growth took place
3. My favorite place in the whole world

What

1. My favorite movie
2. Biggest decision I have ever made -- or will make someday
3. What I most like to do for fun

Who

1. Person I most admire
2. Person most responsible for my sex education
3. My first love

When

1. Last 2 most wonderful days in a row
2. Day I am most looking forward to
3. When (at what age) I will become an adult

"VOTING"

Values voting provides a simple and very rapid means by which every student in the class can make a public affirmation on a variety of values issues. It helps students realize that other people sometimes share their views and/or see issues quite differently.

How many of you:

Had a nice weekend

Had a hard time getting up this morning

Read the funnies this morning

Had breakfast

Are hungry right now

Have some clothing on that's too tight

Know more than half the students in this room

Are a little nervous about this course

Are glad to be here instead of at school

Have lived in this area all your life

Want to live in the Ft. Osage area when you're grown

Wish there were more children in your family

Listen to Super Q

Listen to WHB

Have a car

Have ever been in love

Are in love right now

Wish you were in love right now

Ever broke up with a girl friend or boy friend

Have a dog

Like to dance

Like to bowl

Like to go to movies

Have a part time job

Have been a peer counselor before

Know a teacher or counselor that you could talk to about a sexual problem

Think most students feel free to talk with their teachers about sexual concerns

Have even been helped by a friend with a personal problem

Have ever helped a friend with a personal problem

Have ever had a sex education course before

Think young people today have a healthier attitude toward sex than their parents

Think teenagers today know more about sex than their parents did when they were teenagers

Learned about sex from your parents

Think your parents did a good job teaching you sex education

Think the schools do a good job teaching sex education

Feel that religion is an important part of your life

Have a clear idea of your own values

Think schools should provide smoking lounges

Think smoking pot is worse than drinking beer

Think pot should be legalized

Watch your weight

Think kids should have to work for their allowance

Think teenagers should go steady

Think it's OK that abortion is legal now and available to those who choose it

Think homosexuality is a normal sexual expression that some people choose

Think teenagers should have a curfew set by their parents instead of staying out as late as they want to

Think parents should be home when teenagers have co-ed parties in their homes

Approve of teenage girls having sex before marriage

Approve of teenage boys having sex before marriage

Think girls worry more about their looks than boys do

Think boys worry more about their looks than girls do

Think it's OK for girls to ask boys to go out with them

Think that girls should pay their own way on dates

Think 8th grade is too young for single dating

Think girls are generally more intelligent than boys

Think boys are generally more intelligent than girls

Would like to get married someday

Think woman's place is in the home

Would someday like to have children

Think couples should be married if they have children

Think people should not have more than 2 children

Would like to ask the class some of your own voting questions

"VALUES CONTINUUM"

Values continuum provides a means to open up the range of alternatives possible on any given issue. Students begin to realize that on most issues there are many shades of gray and not just either/or decisions to be made on issues. The continuum also encourages students to make a public affirmation of their opinions and beliefs and provides an opportunity (if they so choose) to defend their position.

Directions: Students are to place themselves on the part of the continuum which best represents how they feel on the issues listed below. The three categories are:

1. FORBIDDEN BY AUTHORITY
   -government
   -school
   -parents

2. HOME REGULATION BY AUTHORITY
   -government
   -school
   -parents

3. COMPLETE FREEDOM TO MAKE INDIVIDUAL CHOICES

1. Wearing anything to school
2. Expressing affection to another student in school halls
3. Expressing affection to another student at a high school dance
4. Teenagers staying out after midnight
5. Co-ed teenage parties at home with no parents present
6. Selling cigarettes to teenagers
7. Smoking of cigarettes by teenagers
8. Selling beer to teenagers
9. Teenagers smoking pot
10. Playing any kind of suggestive music on the radio
11. Teenagers being admitted to R and S rated movies
12. Open display of hard core pornography
13. Teenage boys having sexual intercourse
14. Teenage girls having sexual intercourse
15. Sale of hard core pornography to anyone regardless of age

16. Sale of condoms to anyone in drug and discount stores
17. Medical clinics diagnosing and treating teenagers for VD without parental consent
18. Teenage girls getting IUD's and birth control pills at health clinics without parental consent
19. Sex education in the schools
20. Teaching about birth control methods in the schools
21. Abortion
22. Abortion for married women without spouse's consent
23. Abortion for teenage girls without parental consent or knowledge
24. Abortion for teenager without boyfriend (father of embryo) consent
25. Sterilization for anyone regardless of age
26. People of opposite sex living together without being married
27. Homosexuals living together
28. Any kind of sexual expression between consenting adults in privacy
29. Open display of affection in public between people of the same sex
30. Interracial sex
31. Incest
32. Nudity on public beaches designated for nudes only
33. Nudist Clubs for adults only
34. Exhibitionism
35. Transvestism --cross dressing and appearing in appearing in public
36. Transexualism - getting a sex change
37. Any kind of sexual behavior between consenting adult married people.
38. Masturbation in privacy
39. Prostitution
40. Non-married people having children and raising them
41. Adultery
42. Divorce

"FROM WHOM DID YOU GET YOUR SEX EDUCATION?
AND
WHAT WERE YOU TAUGHT?"

1. From whom did you get your sex education?

2. What were you taught about the following:

   a. Slang Terms About Sex

   b. Sex Before Marriage

      Boys

      Girls

   c. Masturbation

   d. Homosexuality

Role Process
Fort Osage High School
Peer Counselors
April 1977

Characters:

Alice Green - A junior in high school, good student, attractive, involved in her first serious dating relationship with Dick Billings.

Dick Billings - A senior in high school, good student, attractive, involved in his first serious dating relationship with Alice Green.

Mrs. Green - Alice's mother, a generally pleasant person, concerned with her daughter's health and happiness.

Roger Davis - A senior in high school, average student, close friend of Dick Billings, dates many girls, is considered very "popular" and a nice guy to be around.

Kay Hill - A senior in high school, average student, close friend of Alice Green, has been going with Tom Smith for three years, a very warm kind of person.

Scene I

Place: Parked car

Time: After a movie on a Saturday night date

Characters: Alice Green
Dick Billings

Alice: Dick, I'm getting kind of scared about us.

Dick: What do you mean? Aren't you happy with me? Don't you know I love you?

Alice: I know you love me - I mean I think I do - and I know I love you but everytime we park like this . . . . well . . . .

Dick: I know, it's getting difficult to just be satisfied with . . . . I mean without making love. Alice, I really want to make love with you.

Alice: And I want you to Dick, but . . . I don't know, I'm not sure if we should.

Dick: Why not? We love each other don't we?

FREEZE

Scene II

Place: Gym locker room

Time: The guys are getting dressed-out for gym

Characters: Dick Billings
Roger Davis

Roger: How are you and Alice these days?

Dick: Okay, I guess.

Roger: I thought you two were doing great - the perfect couple. What's the deal?

Dick: Oh, I don't know. She's getting all uptight about sex and I'm getting really frustrated. You know what I mean?

Roger: You mean she won't go to bed with you?

Dick: Yeah, that's part of it.

Roger: So what are you going to do?

Dick: I don't know. Any suggestions?

Roger: Well, you could split but that seems like a pretty drastic step if you really like her.

Dick: I know. I really do care about her and I really don't want to leave her. I'm getting more confused everytime we go out. What would you do if you were me?

Bell rings

Roger: Hey, we're going to be late for class. Let's talk about it later.

FREEZE

Scene III

Place: The Green home

Time: Sunday afternoon

Characters: Mrs. Green
Alice Green
Kay Hill

In the living room

Mrs. Green: Did you and Dick have a nice time last night?

Alice: (nods) Yeah.

Mrs. Green: What'd you do? You were out awfully late.

Alice: We went to a movie and out for a coke.

Mrs. Green: Till midnight?

Alice: Sure. What do you think we were doing?

Mrs. Green: That's what I'm asking you. Seems like to me you all spend an awful lot of time together. I'm beginning to wonder what you two are doing. I hope you're not doing anything foolish.

Alice: Mom, nothing's going on. Dick and I have a special relationship, we want to be together.

Mrs. Green: Well I just would hate to see you ruin your life at such a young age.

Alice: (getting angry) Mom, lay off. I'm old enough to make my own decisions.

Mrs. Green: I'm not so sure you are. You know, you might try to let your own mother tell you a few things that might help.

Alice: Mom, I got my own problems and I don't want to talk about them.

Alice leaves and goes to her bedroom and calls Kay.

Alice: Kay, this is Alice. Kay, I really need to talk to someone. Could I meet you at the park?

Kay: Sure. I'll meet you there in a half hour.

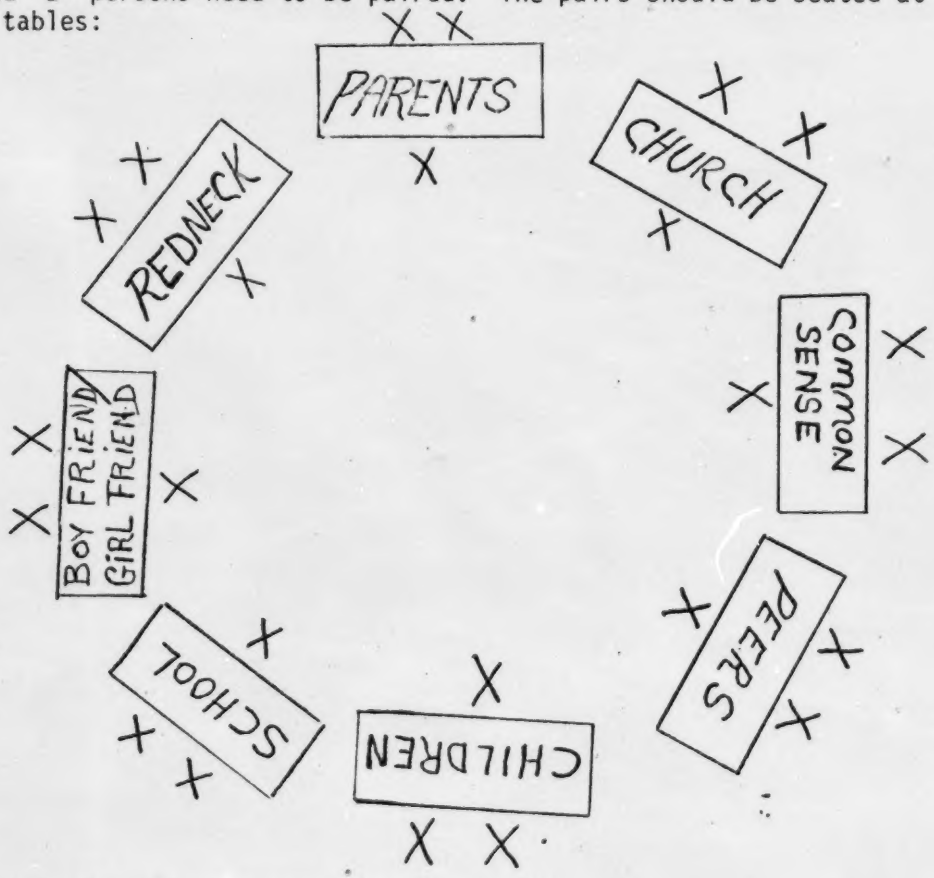
FREEZE

ADVICE TABLES - HUMAN SEXUALITY
by Larry Deaton

This activity was written and published by the Guidance and Counseling Department of Fort Osage Senior High, Independence, Missouri 64056. Permission for reprinting or xeroxing should be obtained from Larry Deaton, Assistant Superintendent.

Young people in particular have great difficulty in sorting out the advice given to them. What advice they take or reject largely depends on the way they feel about the person(s) who gives it. Making decisions about a career are critical to the persons welfare and future happiness. This exercise should help in understanding that not all advice is the same and that while some of it is very good that some of it can be harmful or damaging. In the activity the individual receives a lot of advice in a short time. It allows the student to compare and contrast opinions and values. Also, there is the opportunity to weigh the advice by zeroing in on the motivation and background experience of the person giving it.

Materials needed for this exercise are several tables and self-supporting nameplates. Directions: Divide your group up by having them count by threes. Those who are "3's" will be the advice seekers; the "1's" and "2's" will be the advisors. All "1" and "2" persons need to be paired. The pairs should be seated at the following tables:



Alternative tables could be named:

A. Psychiatrist
B. Mother Nature
C. Free Spirit
D. Guilt (conscience)
E. Spouse

The individual will spend five minutes at each table receiving advice from the authority or friends running the "advice station". When the individuals have all this advice, sit the "3's" in a straight line in front of the "1's" and "2's" and let them tell how they feel. Then let "1's" and "2's" tell how they felt in their roles giving advice. Go around the room one person at a time doing this.

The following role descriptions should help you in setting up this activity:

1. Parents - They do not want their child hurt and they are probably over-concerned. They may overreact occasionally but it is out of love and not fear that you will embarrass them. One rule in the family is, however, that no member of the family is allowed to embarrass publicly (by his actions or beliefs) any other member of the family. These parents do expect their children to conform to reasonable expectations. They are interested in the well being and happiness of each of their children. Like many parents they have been pretty good examples to their children of a loving relationship. They aren't very good sex counselors or instructors. They hope their children will make the right decisions about sex and that they are pretty much the same decisions they made at that age.

2. Church - The church believes that marriage is a relationship in which God has a vested interest. They believe in a traditional role of marriage and family. Sex is an expression of love between two responsible adults. It is the most intimate form of communication. The theme of the church is that of setting up rules of conduct based on mature responsible behavior. Sex is one way to enhance an already beautiful and compatible relationship. Inappropriate sexual activity can cause emotional scars that remain forever. The church does not sanction sex outside of marriage but neither will it turn away those distressed or in trouble. The church although it strives for a perfect world realizes that people make mistakes that get them into all kinds of situations.

3. Common Sense - These folks believe that you are probably going to do whatever it is you have to do but for heaven's sake take precautions and don't hurt yourself or anybody else. Admit you have all these desires and impulses that are driving you crazy but find outlets that are private and safe. Be realistic and assume the worst is going to happen and be prepared for it. Know that human inadequacy leads to error. Always know the consequences before you start anything and then act accordingly.

4. Peers - Of course they're concerned about you but they don't have a lot of experience or first hand knowledge to back up what they advise. They probably will reflect the value systems of their parents. Generally, a peer will overreact, either giving too much sympathy or being so harsh that you feel miserable. Friends are likely to be idealistic and uncompromising and even if they could they just don't have the resources to help you. The best thing they can offer and it can be valuable is companionship at a critical time. They will go with you to get advice or to get out of trouble.

5. Children - Of course you're children aren't born yet but they are plenty concerned. How is your health? Do you drink? Do you have a history of drug abuse? Venereal Disease? How much of a chance do your kids have of being normal at birth? Does any child want to be illegitimate or a mistake?

5. Children - (cont.) What assurance can you give that you will be a good loving parent? Will your marriage be sexually compatible so there is one less reason for divorce? Are you a sexually normal person and do you have the confidence to talk about sex with your children? If your children make a sexual mistake can you be accepting and supportive rather than making them feel guilty? How many and what kinds of sexual risks will you let your children take?

6. School - The school is pretty much like a wise old grandmother. They see so much humanity in a year's time that very little surprises them. In fact, when you are falling to pieces it is difficult to understand why the school doesn't come apart too. First, the school is probably more concerned about your education than your sexual life. Sex generally gets in the way of education and the school's advice is going to be predicated on this truth. Look out also for teachers who are as insecure with the topic of sex as you. Know that not everyone may be as open and honest as you would have them be. The school counselor will help you get through a difficult problem and if he/she can't help the counselor will get you to someone who can. Expect the school to act on what facts you give them. They will not second guess you. A school is an impatient institution and they don't have much time to help you. Speak up and don't forget to swear everybody to confidentiality.

7. Boyfriend/girlfriend - This is the one person you can talk to openly and unashamedly. He/she shares the problem and is marching toward disaster as assuredly as you are. Of course it's not that bad. Adolescent love is about as intense as mature love and the feelings are exactly the same. So are the consequences. Remember, though, your boy or girl friend are using you to meet their needs. Unless you are receiving as much as you are getting you may be in a very one sided relationship. Be careful too that your own needs aren't so great that you have a dependent-possessive relationship which will ultimately ruin any feeling that either of you have. A boy and girl who can honestly talk with and confront each other when necessary are very lucky. They can grow and enjoy each other and move toward a deeper relationship or go their separate ways as times and situations change.

8. Redneck - You wouldn't think it but this advice is going to be based on a man or woman thoroughly dedicated to wife/husband and family. He/she may talk like they are sexually liberated but in behavior they are intensely loyal to home and family. They believe in rules for their children and frequently have high expectations for them. Unfortunately, they do the wrong thing at the right time or the right thing at the wrong time. One thing they don't want is a pregnant child and they remind you often how disappointed they would be. Rednecks don't talk very well; they scream better. Often children react to the yelling rather than to the love which is behind it. A redneck is probably better at defending you (when you are attacked by somebody else) than he is at helping you when you've got yourself into trouble. On the whole the advice is pretty good but because of who gives it or the way it's given you probably won't accept. Life is a great teacher anyway, kid, so learn it now or later.

9. Psychiatrist - The psychiatrist will treat you like an adult. The danger is that you may be so pleased with this kind of treatment that you will worship him/her. A psychiatrist will appear to be omnipotent and he/she will have an answer for most problems. Of course, he won't give those answers until you start asking questions. The psychiatrist will be working toward your trust because until you tell him/her everything he won't be able to help you. The psychiatrist believes you are primarily sexually motivated and therefore he sees you as a sexual reality. Also, he/she believes you are quite capable of all kinds of sexual fantasies and behavior. One other thing a psychiatrist will want to work on your problem so have it ready. In fact you might get so much attention because you have such a good problem that instead of one, you may make it worse than it is and two. You may like having it so much you won't want to get rid of it. The psychiatrist will work towards you getting in touch with yourself and your own sexual desires and wishes so that you don't spend a lifetime acting or reacting to the desires and wishes of others.

10. Mother Nature - She is a great believer in doing what comes natural. Her morality is pretty much "good is what you feel good after. Bad is what you feel bad after." Well, that kind of thinking can get you into all kinds of sexual trouble. To the great earth mother going against the grain (whatever that means) can get you all kinds of displeasure and disappointment. However, "whatever will be, will be" and you really can't do much about what is going to happen to you. Mother Nature also believes in acting in the present. If you want it, get it. If you don't have it, go get it. Her advice is that life, death and birth are natural cycles with sex a part of it. You can't be together with a member of the opposite sex without a current of sexual vibrations running through both of you. You'd better admit it and do something about it one way or the other or else two people are going to be miserable because circumstances got them together. Nature makes you the "captain of your fate - master of your destiny" so get control, take charge but look out for whirlwinds, tornadoes, blizzards, avalanches, floods and other natural disasters that can destroy your world. Sex is a very subtle force which out of control can wreck havoc on lives and persons.

11. Free Spirit - With this person anything goes. Remember he's pretty much without responsibility and can come and go as he pleases. He/she wouldn't deliberately hurt you but they wouldn't pass you up either if you were available. Don't expect any committment, either. They believe that a full life is best lived by moving in and out of a great many relationships. You can't count on a free spirit but they're kind of nice to have around when it is not necessary to have to depend on them. His/her advice is going to be for you to become a free spirit also. Living independently, earning as you go, enjoying today and satisfying any craving as it comes up are worthwhile goals. The free spirit need not be poor either. He/she may be quite wealthy. Sexually they are active but they know nothing of give and take in a relationship nor of the deeper dimensions of love and respect. If sex is fun do it and don't mess it up or take it for more than it is. Otherwise, it becomes an obligation which can tie you down and reduce your mobility. Sex is pleasure and like many other pleasures you have to be free to enjoy it whenever and wherever an opportunity presents itself.

12. Guilt (Conscience) - Guilt is all those voices from the past and the present who would be harmed by your sexual misconduct. And the thing which makes it so difficult is that these are the very people you would go out of your way not to hurt. Important to the guilt advisors are the expectations that others have for you. If you do it and the whole world finds out about it can you live with that? Can you handle it if someone cracks up or commits suicide because of what you've done--or what you did together? If you are an acting out sexual adolescent can you keep your behavior to yourself? How willing are you to live with your mistakes? If you are found out will you be able to take the flak at school, church, etc. And what about the things you won't be able to do like to to college, provide a comfortable home for your family and things like that. What do you say to the person who was counting on you and trusted you with their sexual innocence? So if you play around with another's feelings and they get hurt because of you can you look them in the fact? Sexual encounters are not solo experiences. How responsible are you to the other person whatever happens? Can you handle it? You had better get your act together before you take any risks with another person.

13. Spouse - A difficult table because the person you marry probably has the same expectations for you that you have for them. When we talk about sex and when you tell this person everything (if that time ever comes) would your sexual history be acceptable? What kinds of experiences are sanctioned by society prior to marriage? What are some limitations you would put on the person you have yet to meet? Is there anything in your background you are ashamed to reveal? How much of your past does a spouse have a right to know? How much are you willing to tell? You should at this table find out what the sexual expectations of your spouse will be. Can you live within those limits? Decide at this table how much sex will be expected. Ask for advice, too. What does the spouse think you can do to prepare for them? What attitudes need changing? What values do you need to revise or give up? And what does his/her family expect? How is sex treated in your family and his/her family? Is it going to be different with the two of you? This is also a good time to go back and talk to your children. Your spouse and them have similar interests and concerns.

Variations: We don't see many as this is a structured activity. You might have the advisee prepare a sexual problem so that they go to each table seeking specific answers. Remember, each table must have a nameplate of the kind of advice the individual is receiving.

In the processing the participants might answer the following questions:

1. How did I feel in my role?

2. Is the advice I gave any good or was the advice I received worthwhile?

3. Who was the most concerned about me or which client was the easiest to work with?

4. Whose advice did I have trouble accepting even though I knew it was true or was there a better role to have had so that my advice would be more readily accepted.

HUMAN SEXUALITY SEMINAR

Fort Osage Senior High School

November 29 - 30

SEXUAL MYTHOLOGY: Parents Have An Interest Too

PREPARED BY FORT OSAGE
GUIDANCE AND COUNSELING DEPARTMENT

SEXUAL MYTHOLOGY: PARENTS HAVE AN INTEREST TOO

Human Sexuality is an exciting and at the same time a very serious topic. Sexual feelings have a very definite place in a relationship created by love and respect for another person. No one can deny that they have experienced these feelings. The fact we have them is pretty much out of our control but giving these emotions direction and purpose--that you can do. Sex used as a weapon to control or hurt others is dishonest and creates havoc among those involved. Sex seen as one dimension in a loving relationship that has many dimensions is more appropriate.

We express ourselves and our feelings in many ways one of them being sex. Sex is communication and like any communication it is based on concern and personal courtesy for the partner. Before you satisfy yourself you must consider what the other person is thinking and feeling. Sex is probably the one thing that everybody does but which no one talks about. Why is that? Because it is intensely personal. Sharing yourself with another human being is the most intimate thing you will do in life. It is one of the great experiences in life. Like any experience it is more worthwhile if you prepare for it. That is what we are trying to help you with in this workshop. The place, the time and the other person will have to be your decision. It's like your first solo date. When the car door closes and suddenly you are alone with another person how well do you have your act together? If you don't have some opinions and values you are likely to be vulnerable and at the mercy of a personality much stronger and more demanding than your own. If you have thought through your personal responses to situations which involve sexual feelings you can expect to be in the driver's seat at least of your own person. Ultimately we encourage you to know yourself. Think about your plans for the future, the responsibilities you have to family members and above all how important that other person is to you--whether or not you have or have not found them.

We can provide workshops, give you books and even put human sexuality in the curriculum. And you can collect information and seek out points of view by talking with friends, watching television, reading the magazines and perhaps by getting into an on-going discussion with a teacher, neighbor or other adult. But the best source of reliable information is your parents. Maybe you don't get along with them all the time but whoever designed the family never expected you should anyway. However, when you want a straight answer about sex who better to ask then the people who put you together--Mom and Dad. Or maybe you have step parents or foster parents. Remember, they have a vital interest in you because your success and well-being contributes to their own feelings of achievement.

Parents are generally complimented by a son or daughter who brings their problems or questions to them. One way of sharing yourself is to say "Hey, I don't know the answer to this. Can you help me." Ask your parent this, include them in your search for information, ask for their confidence and all kinds of good things will happen. You'll probably get trips to the library, taken to films, told to ask your grandmother and interesting books and pamphlets will appear in your book case. Not really. Most parents will welcome a discussion with you. It is a sign to them that you are growing up and starting to reach out to those in the best position to help you. A talk with Mom and Dad about sex is certainly recommended since you will be listened to in a context already filled with love and a willingness to understand and to accept. But don't make the mistake of having just one talk. That is not enough. Have many. After new experiences which involve new people and new questions talk it over with your folks. Tell them how you felt, what pressures were put on you, where you went wrong or right, what you might have done differently because the best way to keep your attitudes and feelings from getting mixed up is to keep talking about them. That's what parents are for-- to listen and to be a sounding board for you. Try out your ideas on them and get their reactions and then make the decisions you feel capable of making and wait on the others till all the facts are in.

This mythology test is to help you and your parents get together and discuss yours' and their answers to many questions about sex, intimacy and any relationship based on affection and love. There are no right or wrong answers although some may be more right than wrong or more wrong than right. The columns on the left are for you and those on the right are for one or both of your parents. Answer these items as you would answer them and not as others would have you or expect you to answer them. For the myths to be exploded or resolved you must discuss them with knowing friends or adults. At this time we recommend you do the mythology test with your parents and then if you choose, complete it with other individuals who are important to you.

SEXUAL MYTHOLOGY

Directions: Answer True or False to the following items:

_____	1. Sexual intercourse is the only way of expressing sexual feelings. (49)	_____
_____	2. A relationship with sex in it is more complicated than one without it. (72)	_____
_____	3. In sexual relationships if you've been exploited it is because you let yourself be exploited. (74)	_____
_____	4. People who brag about sexual conquests probably aren't having them. (51)	_____
_____	5. Venereal disease is one of the hazards of having sex--you're not likely to contact it any other way. (76)	_____
_____	6. You can be told within 14 days after you should have had your period if you are pregnant. (78)	_____
_____	7. Sex neither creates nor solves problems. You had the problems even before you had sex. (80)	_____
_____	8. A couple can get pregnant whether they enjoyed or were frustrated by the sex. (82)	_____
_____	9. If you think someone else can make you happy, look out because you are vulnerable. (60)	_____
_____	10. Sex is your business. Your grandparents, uncles, aunt, cousins and parents do not need to be included in your decisions. (39)	_____
_____	11. People who are desperate for sex are the loneliest people in the world. (64)	_____
_____	12. A baby is a twenty year committment. (66)	_____

_____ 13. People who are prepared to have sex (i.e., buying contraceptives beforehand) have already made their decision. (43) _____

_____ 14. If you discuss sex with your boyfriend or girlfriend you don't necessarily need to talk about contraceptives. (45) _____

_____ 15. If a person is sexually active he/she is taking risks. (68) _____

_____ 16. You can only love one person at a time. (47) _____

_____ 17. The best pre-requisite for sex is friendship. (70) _____

_____ 18. You can find out everything you need to know by reading a book. (35) _____

_____ 19. "People who have really good sex-lives very seldom talk about it." (54) _____

_____ 20. A lot of sex is fantasy and never happens. (56) _____

_____ 21. A parent would rather know a daughter is pregnant than to have them run away and not know. (58) _____

_____ 22. Abortion is a method of birth control. (27) _____

_____ 23. Pregnancy is a family concern--no matter who is pregnant. (34) _____

_____ 24. "Doing what comes natural" is a good guide to responsible sexual behavior. (29) _____

_____ 25. Don't expect to have a baby for less than $1,000.00. (38) _____

_____ 26. How much of a sex drive you have is biological and determined by heredity. (31) _____

_____ 27. A lot of available birth control information causes people to become more sexually active. (31) _____

_____ 28. Babies born to young mothers are no more likely "to be born premature, to die in infancy or to suffer serious physical and mental impairment than babies having a mother 20 years of age or older." (21) _____

_____ 29. "Sixty percent of girls who have a child before they are 16 will have another baby while still of school age." (24) _____

30. In Missouri parental consent is required for the examination and treatment of venereal disease. (23)

31. Pregnancy is the No. 1 cause of female drop-outs in public schools. (26)

32. Girls who get pregnant show no difference in upbringing, background, color, race or education than girls who do not. (28)

33. Sexuality is a stronger force in young men than it is in young women. (25)

34. Not all relationships between men and women - boys and girls are sexually motivated. (30)

35. The danger in abortions is not so much medical as it is psychological. Guilt feelings may be very strong six months, a year, or several years later. (32)

36. Pregnancy can occur three to five days after the sperm cells have been placed in a woman's body. (You could have intercourse Monday and become pregnant on Friday.) (22)

37. Boys are more easily sexually aroused than girls. (20)

38. If you asked everybody in the United States if pre-marital sex is okay, about half of them would say yes and a half would say no. (18)

39. If a person believes in the double standard he/she is not ready for a relationship involving sex. (12)

40. A happy marriage (or other intimate relationship) is one in which there is no fighting. (17)

41. If you have made decisions about religion you've already made some decisions about sex. (10)

42. After you know the facts of life your education in sex is more or less complete. (13)

43. It is easier for girls to talk with their fathers about sex than to talk with their mothers.

44. Boys have a hard time talking to either parent. (9)

_____ 45. Promiscuity is non-discriminating sex. (8) _____

_____ 46. Parents who provide their children with contraceptives are condoning sex. (7) _____

_____ 47. Advice about sexual matters is more valid if it comes from a person who has a wife or husband and children. (5) _____

_____ 48. If you can't talk to your parents about sex the next best thing is to ask them who they would recommend you talk with. (4) _____

_____ 49. It's good to talk to your parents about sex the next best thing is to ask them who they would recommend you talk with. (4) _____

_____ 50. If you can't talk about sex to your parents then you might try talking about not being able to talk to them. (6) _____

EVALUATION

SEMINAR ON HUMAN SEXUALITY

FOR

FORT OSAGE HIGH SCHOOL

PEER COUNSELORS

Presented by

THE COUNSELING DEPARTMENT

OF THE FORT OSAGE

SENIOR HIGH SCHOOL

The purpose of this evaluation is to find out how you feel about your experience in the seminar.

Please evaluate the seminar in relation to your own experience by answering the following questions. Your honest evaluation will help us in planning future seminars.

You do not need to sign your name. This is anonymous.

Directions: Please rate below to what degree you feel the seminar achieved its stated purpose and objectives by checking the blank which comes closest to how you feel right now.

1. Equip you with the knowledge, understanding, and communication skills to effectively deal with the sexual concerns and problems of other students.

   VERY MUCH _____ SOMEWHAT _____ NOT AT ALL _____

2. Help you clarify your own attitudes and values about sexuality.

   VERY MUCH _____ SOMEWHAT _____ NOT AT ALL _____

3. Increase your understanding of male reproductive anatomy and physiology.

   VERY MUCH _____ SOMEWHAT _____ NOT AT ALL _____

4. Increase your knowledge of female reproductive anatomy.

   VERY MUCH _____ SOMEWHAT _____ NOT AT ALL _____

5. Increase your knowledge about birth control.

   VERY MUCH _____ SOMEWHAT _____ NOT AT ALL _____

6. Increase your knowledge about venereal disease.

   VERY MUCH _____ SOMEWHAT _____ NOT AT ALL _____

7. Increase your knowledge about local community health services for adolescents for venereal disease treatment.

   VERY MUCH _____ SOMEWHAT _____ NOT AT ALL _____

8. Increase your comfort level in talking about sexuality with other students.

   VERY MUCH _____ SOMEWHAT _____ NOT AT ALL _____

9. Were you satisfied with the amount of factual material presented? _____

   Comment _____

   _____

   _____

10. Did you feel there was ample opportunity for student involvement in this seminar? _____

Comment _____

_____

_____

11. Did you get as much out of the seminar as you expected? _____

Explain why or why not. _____

_____

_____

12. Did you enjoy the seminar? _____

_____

_____

13. What part of the seminar was most helpful to you? _____

_____

_____

14. What do you think about the length of the seminar?

Too short _____ Too long _____ Just right _____

15. After participating in this seminar, do you feel more confident in helping another student who might ask you for help with a sexual concern or problem?

_____ Comment _____

_____

_____

16. Did you discuss the seminar with either or both of your parents? _____

If so, how did you and your parent/parents feel about your discussion?

_____

_____

_____

17. Do you have any suggestions for improving the seminar? _____

_____

_____

18. Would you recommend this seminar to other students? _____

_____

_____

_____

COMMUNITY RESOURCES FOR TEENAGERS
FAMILY PLANNING AND VENEREAL DISEASE SERVICES
IN JACKSON COUNTY, MISSOURI

I. BIRTH CONTROL SERVICES

Private physicians - all areas

Kansas City, Mo. Health Department
Family Planning Clinics
3222 Troost
4008 Baltimore (Westport Free Clinic)
531-0203

General Hospital
Family Planning Clinic
24th and Cherry
Kansas City, Mo.
421-8060

Jackson County Hospital
Little Blue and Lee's Summit Rd.
373-4415

Wayne Miner Neighborhood Health Center
9th and Euclid
Kansas City, Mo.
474-4920

Richard Cabot Clinic
1810 Summit
Kansas City, Mo.
471-0900

Planned Parenthood Western Missouri/Kansas
1001 East 47th St.
Kansas City, Mo.
756-2277

Planned Parenthood Western Missouri/Kansas
201 W. Maple
Independence, Mo.
254-5935

II. PREGNANCY TESTING

Private physicians - all areas

Kansas City, Mo. Health Department
Family Planning Clinics
531-0203

II. PREGNANCY TESTING (Continued)

Jackson County Hospital
373-4415

Planned Parenthood Western Missouri/Kansas
756-2277

Planned Parenthood Western Missouri/Kansas
Independence Branch
254-5935

General Hospital
421-8060

Birthright
5307 Forest
444-7090

Wayne Miner Neighborhood Health Center
474-4920

III. ADOPTION REFERRAL SERVICE

Missouri Division of Family Services
615 E. 13th St.
Kansas City, Mo. 64106
274-6316

Jewish Family and Children's Service
1115 E. 65th St.
Kansas City, Mo.
333-1172

Catholic Family and Community Services
527 W. 39th St.
Kansas City, Mo.
756-2350

Family and Children Services of Kansas City, Mo., Inc.
417 E. 13th St.
Kansas City, Mo.
842-0988

IV. RESIDENTIAL CARE FOR PREGNANT WOMEN

St. Anthony's Home
1414 E. 27th St.
Kansas City, Mo. 64108
221-7191

V. PRENATAL CARE

Private physicians - all areas

V. PRENATAL CARE (Continued)

Kansas City, Missouri Health Department
531-0203

Wayne Miner Neighborhood Health Center
474-4920

Model Cities Comprehensive Health Center
2310 Linwood
Kansas City, Missouri
923-5800

Richard Cabot Clinic
471-0900

Jackson County Hospital
373-4415

St. Luke's Hospital
44th and Wornall
Kansas City, Mo.
932-2000

VI. ABORTION INFORMATION

Private physicians - all areas

Problem Pregnancy Consultation Services
831-2279

Planned Parenthood Western Missouri/Kansas
756-2277

Kansas City, Missouri Health Department
531-0203

VII. ABORTION SERVICES

Planned Parenthood Western Missouri/Kansas
756-2277
First trimester abortions

VIII. VENEREAL DISEASE

Private physicians - all areas

Kansas City Family Health Center
2317 Kenwood (General Hospital)
274-1591

Wayne Miner Neighborhood Health Center
474-4920

VIII. VENEREAL DISEASE (Continued)

Richard Cabot Clinic
471-0900

Model Cities Comprehensive Health Center
923-5800

Westport Free Health Clinic
4008 Baltimore
931-3236

Jackson County Health Department
313 So. Liberty
Independence, Mo.
881-4424